



Minutes of the EERA Council Meeting in Berlin

Jugendhotel Berlin City, Crellestraße 22

18 and 19 March 2016, 09:00 – 17:00 both days

Attendees

Anna Aleksanyan, Educational Research Armenian Center (ERAC); **Herbert Altrichter**, EERA Treasurer; **Marie Blythe**, British Educational Research Association (BERA); **Delma Byrne**, Educational Studies Association of Ireland (ESAI); **Lucian Ion Ciolan**, Romania, University of Bucharest; **Agnes Engler**, Hungarian Educational Research Association (HERA); **Mustafa Yunus Eryaman**, Turkish Educational Research Association (EAB); **Patricia Fidalgo**, Emerging Researchers' Group; **Maria Pacheco Figueiredo**, EERA Secretary General Elect; **Eduardo García-Jiménez**, Asociación Interuniversitaria de Investigación Pedagógica (AIDIPE); **Nikolai Gorbachev**, Belarus National Association "Innovation in Education" (BNA "IE"); **George Head**, Scottish Educational Research Association (SERA); **Marit Honerod Hoveid**, EERA Secretary General; **Gonzalo Jover Olmeda**, Sociedad Espanola de Pedagogía (SEP); **Mette Juncker**, LOC 2017; **John Krejsler**, Nordic Educational Research Association (NERA); **Joanna Madalinska-Michalak**, Polskie Towarzystwo Pedagogiczne (PTP); **Eric Mangez**, Association des chercheurs belges francophones en éducation (ABCéduc) AND EERJ; **Arcady Margolis**, Russian Candidate Member; **Sofia Marques da Silva**, Sociedade Portuguesa de Ciências da Educação (SPCE); **Isabelle Milli**, Swiss Society for Research in Education (SSRE); **Petr Novotny**, Czech Educational Research Association (CERA); **Angelika Paseka**, Österreichische Gesellschaft für Forschung und Entwicklung im Bildungswesen (OEFEB); **Satu Perala-Littunen**, Finnish Educational Research Association (FERA); **Daniela Preis**, EERA Office; **Saneeya Qureshi**, Emerging Researchers' Group; **Milosh M. Raykov**, Malta Educational Research Association; **Marco Rieckmann**, Deutsche Gesellschaft für Erziehungswissenschaft (DGfE); **Mariagrazia Riva**, Società Italiana di Pedagogia (SIPED); **Svitlana Shchudlo**, Ukraine, Ivan Franko State Pedagogical University (UERA); **Karmen Trasberg**, Estonian Academic Research Association (EAPS); **Jani Ursin**, EERA Network Representative on Council; **Huseyin Uzunboylu**, Cyprus Educational Sciences Association (KEB-DER); **Angelika Wegscheider**, EERA Office; **Theo Wubbels**, EERA President; **Oksana Zabolotna**, Ukraine, Ivan Franko State Pedagogical University (UERA); **Pavel Zgaga**, The Slovenian Educational Research Association (SLODRE)

1 Apologies and Welcome of New Members

Theo Wubbels welcomed all Council Members and announced that Felicity Wikeley, Ciaran Sugrue, Paula Korsnakova, Branislava Baranovic, Helen Phtiaka, Kariat Kurakbayev, Nassira Hedjerassi, Palmira Juceviciene and Monique Volman had sent their excuses.

Ahmet Aypay, Ana Paula Cabral, André Mottart, Bardhyl Musai, Dragica Pavlovic Babic and Konstantinos Malafantis did not report back.

Saneeya Qureshi was welcomed as shadowing link convener of the Emerging Researchers Group.

2 Confirmation of Minutes and Reorganisation of the Agenda

Council accepted the Minutes in the presented way, only two missing names would need to be added to the attendees list.

Theo Wubbels also informed council that the agenda would be reorganized as he wanted to make ample time for four working groups Friday before and after lunchtime, which would be expected to report back on Saturday morning. Working groups were on ECER evaluations, Ethics, a methods text book and on how the relationship between EERA and the member associations can be strengthened. This last working group also focussed on good practices of supporting Emerging Researchers and how to promote educational research on the national level.

3 EERA Quiz – Welcome and Warm Up

4 ECER 2016

4.1 Number of Submissions etc.

ECER 2016	submissions total	paper	poster	video	round table	research workshop	symposium	Part of PhD thesis
ERC	244	208	30	4	0	0	(2)	158
ECER	2197	1931	88	12	14	18	134	352
ECER/ERC	2441	2139	118	16	14	18	136	510

Angelika Wegscheider reported that submissions numbers where about the same as in Porto, which means a little lower than Budapest, but still very high. The rejection rate was about 10% in the first round of reviewing, and about 10% were redirected to the alternative network; these numbers are comparable to the previous years. Maria Figueiredo explained that redirected proposals only go to the alternative network selected by the author. The programme committee cannot decide on the alternative network. Should a paper not fit into the second network, it is rejected. Maria Figueiredo pointed out that this still happened regularly, and that this means that despite the feeling that we already have many networks, there are still people who can't find their home within these networks.

4.2 New Time Schedule

This year, there is a change in the ECER schedule. All central events will take place from 11:00 to 12:00, before the lunch break. This means that on Friday afternoon, two time slots can be used by networks. With this change in the schedule the Friday afternoon will hopefully become more attractive as the last (paper) session is not the only session after the central events' slot.

Council was informed that the Social Event on Thursday needed to be skipped. LOC was afraid that no appropriate event can be offered for the envisaged sum of 50 € respectively 40 € after subtracting the taxes to be paid. Therefore LOC and Exec decided not to offer a self-paid big social event. LOC will however investigate into arranging some smaller events in town.

4.3 ECER 2016: Chairing Keynotes Council

4.3.1 Principles for Chairing

Marit Hoveid reported that Exec developed some short guidelines for keynote chairpersons that will be sent out to keynote chairs. Thereby Exec hopes to facilitate good quality introductions to all keynote speakers.

4.3.2 Chair for Standish and Moller

Joanna Madalinska Michalak volunteered to chair the keynote session of Jorunn Møller, Mustafa Yunus Eryaman will chair Paul Standish's keynote session.

Chairpersons for A. Hargreaves and E. Smith to be nominated by LOC

4.4 ECER 2016: EERA Sessions and Reviewing Committee

Council briefly discussed the EERA Session Proposals handed in so far and formed a reviewing committee (Theo Wubbels, Delma Byrne, Mariagrazia Riva and Pavel Zgaga). The aim is to feedback to submitters and collect final texts that will be submitted to conftool in May.)

4.5 ECER 2016: Member Associations: who Wants to Present at ECER

As in Budapest four member associations will have the opportunity to present themselves during ECER.

The general idea is that this should be free of charge and at next to no costs for the LOC. Therefore member associations are asked to be flexible around the way they present themselves. LOC 2016 will be able to offer pedestal tables, probably linked to the poster exhibition. Associations can fix certain times when they will be at the desks. Office can mail to all participant from target countries that they can come to a meet/greet with their member association.

Presenting in 2016:

- hosting association ESAI
- BERA already signalled they would like to have a stand.
- SERA
- As no other association stepped forward, EAB said they would be interested to present again. If however another association expresses its interest, they can take this space instead.

4.6 ECER 2016: Emerging Researchers' Conference

Patricia Fidalgo reported on the state of affairs with the ERC – LOC and ERG are working on ideas for the Round table at ERG (will probably be on ethics). She asked Delma Byrne to help her with ideas on an arts exhibition during ERC.

4.7 ECER 2016: Agreement with Elsevier on Poster Award / Poster Prize Jury

Theo Wubbels reported that Elsevier has offered to sponsor a poster award for ECER.

It was pointed out that the academic autonomy would not be touched. Council was generally in favour of the offer, however some were concerned on some of the details, like the amount of money handed out. As posters sometimes are authored by a group of authors more free subscriptions should be included.

Exec will get in touch with Elsevier and discuss the suggestions.

Then Theo Wubbels asked for volunteers for this year's poster prize jury.

Last year's jury reported back that it was about 2 hours work, which was a bit more difficult than usual as the posters were spread over the building and also in rooms that were not open or in use for a session. And some posters had even disappeared before the Council jury could have a look. Perhaps it would be possible that the networks send an electronic version of their winning poster. This would help in case a poster is inaccessible or has vanished. It should however not replace the face to face check generally.

This year's jury is Eduardo Jimenez, Milosh Raikov and Karmen Trasberg.

4.8 ECER 2016: Keynote Videos

All 4 have already confirmed.

LOC is investigating if a synchronised filming of slides and speaker can be done.

Video to go online on Youtube after the Conference (EERA you tube channel)

5 ECER 2017

5.1 Theme and Keynotes

In a procedure similar to the one in other years the theme and keynote working group (Marit Honerød Hoveid, Katja Brøgger Jensen, Maria Figueiredo, Patricia Fidalgo, Jani Ursin, Eric Mangez, Peter Novotny and Theo Wubbels) have cooperated in drafting a theme for the Copenhagen conference and a rank ordered list of persons to invite as keynote speakers.

Council discussed the suggested theme

Theo Wubbels summarised the discussion as follows. There is a general support for the theme, however, the title should be re-discussed, perhaps end it with a question mark. The text should be broadened by also addressing the parents and national and trans-national reforms. LOC will come up with a new proposal and Exec will confirm.

Discussion on keynotes:

A representative of LOC presented the list of keynote speakers and explained how they were chosen. The list generally was welcomed but the absence of Danish speaker was commented on, as well as a potential Anglo-Saxon domination. Someone was concerned with the selection potentially being too philosophical as no policy orientation was represented. That, as was concluded, could however be brought in via EERA Sessions.

In a voting after discussion Council decided to change place four and five of the proposed list of Keynotes.

For the ERC keynote the working group reported that they had a clear preference for Pavel Zgaga, and Council supported this suggestion.

5.2 Possibility to Organise Workshops before the ECER Main Conference; to be Discussed with Networks

Networks have repeatedly asked to organise workshops before ECER, which has not been an option until ECER 2015, when WERA organised 2 WS in parallel to the ERC.

Council supported the idea to open Tuesday mornings for workshops, numbers would need to be kept restricted and the invitation to participate should only go to those NOT presenting at the ERC.

5.3 Green Conference

LOC 2016 has received the guides and checks what they can do.

In the next Skype meeting with LOC 2017, this issue will be addressed. In August, office will report back to Council.

6 ECER 2018

Contract is ready and is being processed by Bolzano. There will be a working group on theme and keynotes. Theo will start the group consisting of Theo Wubbels, Edwin Keiner, Jani Ursin, Eric Mangez or Marten Simons, Maria Pacheco Figueiredo, Sofia Marques da Silva, and Saneeya Qureshi.

6A Introduction to Working Groups And Working Group Reports

At this stage Theo Wubbels introduced the four working groups. The working groups discussed before and after lunch, reports were given the day after. Reports of the working groups are attached at the end of these minutes.

Ethics: George Head and Milosh Raykov introduced the results of a survey conducted amongst ECER '15 participants and their experiences with national ethics boards. In general these were rather positive experiences and many participants valued EERA taking up this issue.
See appendix page 13.

ECER evaluation: Maria Figueiredo explained how ECERs are currently evaluated and pointed out that the basic structure of ECER remains unchanged since a while. She invited people to brainstorm with her how to better evaluate the ECER / EERA mission and how to develop the conference.
See appendix page 13.

Methods text book: Herbert Altrichter introduced the idea of writing a research methods text book. EERA had been approached by SAGE about possibilities for publishing a book/ a book series on research methods in education. After some discussion with their senior commissioning editor for education, the first step was seen in editing a text book on research methods in education. In a later stage this might be complemented with a small number of method books on network-related topics. Herbert asked for people wanting to sound if and how EERA could use her membership in order to produce a book distinctively different from what is available on the market.
See appendix page 12.

Relationship between member associations and EERA: Jani Ursin called for people to discuss how to strengthen relations between EERA and its members.
See appendix page 15.

7 ECER 2019

7.1 Expression of interest Hamburg

The German Educational Research Association has expressed interest in organising ECER 2019 at the University of Hamburg. This university supports the interest. The dates could either be 3 – 6 or 10 – 13 September. The later date in September might conflict with BERA.

7.2 Expression of interest Glasgow

The Head of the School of Education at Glasgow University (Trevor Gale) has expressed interest in organising ECER 2019. At the moment their available dates coincide with the dates of the EARLI conference. The only possible date not colliding with EARLI would be the 3rd week of August, which would make it very early.

Therefore Council is in favour of going into detailed negotiations with Hamburg and encourages Glasgow to apply for 2020, when there is no EARLI conference.

8 ECER General

8.1 ECER Evaluation - See "Introduction to Working Groups"

8.2 Revision "Call for Hosting an ECER"

In the beginning of June, a new and more attractive Call will be available.

9 Office

9.1 Relocation and changes in staff

Council was informed about changes in office staff and also about the relocation of the office.

9.2 Access to ECER/EERA data

Council accepted rules on who and how to grant access to ECER and EERA data.

The rules will be:

- Link Convenors can get access
- Third party requests to be decided by Exec
- Office is asked to keep a log-file of requests and to ask for which purpose the data is asked for – internal evaluation/ and/or research?
- Reviewers names will be anonymized if reviews are also handed over.

9.3 Enriching the Website with Videos:

Maria reported that she is working on a model to regularly update the video interviews on the EERA Website. This would mean that 15-20 interviews need to be done each year, if each network is updated every 3 -5 years. Council is invited to come up with ideas for further video interviews.

All interviews would go on the EERA Youtube Channel and on the EERA Website.

10 Strategies

10.1 Plan for a Promotional EERA Leaflet

Office is working on producing such a leaflet.

10.2 Publications

10.2.1 Report on the Idea of a Methods Text Book

See 6 A Introduction to Working Groups and appendix on page 12.

10.2.2 Review Journal and Book Series

An email has been sent twice to invite nominations and expressions of interest for editing an education review journal and a book series. A couple of names have been put forward already, but this was not seen as broad enough a group in order to proceed.

Exec will send out invitation to Council to suggest other names and the subject will be re-addressed in August. Council approves.

10.3 Ethics WG

See 6A Introduction to Working Groups and appendix on page 13.

10.4 ECER

See 6A Introduction to Working Groups and appendix on page 13.

Member presentations:

The following member associations and candidate members gave presentations.

- Italy, SIPED – Full member
- Armenia. ERAC, Candidate Member
- Ukraine, pre-UERA, Ivan Franko State Pedagogical University, Candidate Member

10.5 EERA

See 6A Introduction to Working Groups and appendix on page 15.

10.6 General Regulations: Ethical Guidelines for Existing and new Members

Based on information on the EERA website which states that EERA Members are expected to develop a formal code of academic conduct, Exec had suggested that

1. All member associations are invited to send their code of conduct (no need to translate into English at the moment)

2. For new member applications this code of conduct has to be handed in with the application. As a consequence an addition to the general regulations the following on page 10 of the general regulations between d. and e. is suggested:
"e. A copy of the code of conduct".

And renumber following clauses.

This suggestion raised debates as the existing text on the website ("EERA expects all of its member associations to develop a formal code of academic conduct") was seen as problematic by some Council members. With different approaches in every country, associations may have good reasons for not developing an official code on their own. In many countries for example, the institutes/universities have their own codes and guidelines that may differ a lot. Therefore it would not make sense to offer yet another code. In other countries, this issue is addressed on a national level. Also, there was reluctance by some members regarding the idea of asking all members to hand in their code of ethics. Theo Wubbels explained that the idea was to stimulate the discussion on ethics within the associations. He suggested asking associations whether they have such a code, and if not, what the tradition in their country is. If they have a code, they could describe the process of developing it. Sofia Marques reported that for Portugal / SPCE it took one year of collecting ideas from institutes, organising workshops etc. It was also suggested that the ethics survey that was done with ECER participants could be broadened and also that also associations and even institutes in the respective countries could be invited to answer and discuss the survey.

Theo Wubbels concluded that the text on the website would be re-worded. It is expected that all EERA member associations have a strategy or policy of observing and promoting the ethics of educational research in their country (which may but need not necessarily include a code of conduct). Applications for EERA membership will have to explain this strategy. Members associations are expected to publish this strategy to their members and are invited to share it with other member associations.

10.7 ERG

Exec and the Emerging Researchers Groups have started to revise the customary practices linked to the Emerging Researchers activities, which are in parts on the website, but not included in the general regulations so far.

Best Paper Award

The evaluation process of the Best Paper Award was presented and council was asked to comment on the potential problem that, if awards are given to the second/reworked versions of the papers the quality of a reviewers' feedback would influence the quality of the resubmission. Participants partly shared this concern, but also said that this would apply to all journal submissions.

Patricia Fidalgo explained that the formative feedback is always explicit enough, and that the re-submissions are generally much better than the original versions. The second part of the award process would lead to a ranking of papers and a shortlist. Five of those would be invited to submit their paper to EERJ, 5 other to Studia Paedagogica, where they would undergo the standard reviewing procedures. However, as the papers go through the normal review process, they could even be rejected. But this has not yet happened.

Council agreed that the formative feedback would lead to good papers which can be passed on to the two journals linked to the competition. But it was also said that maybe the selection of the Best Paper and the potential publication of the shortlisted papers should be seen as two different things.

Council also commented on details of the procedure and e.g. suggested to shortlist already after the first round and that only the shortlisted authors would be invited to resubmit, while still everybody could receive formative feedback. There seemed to be agreement that also the original paper should play a role in the decision process for the Best Paper.

The procedure will be reworked (Secretary General and ERG Link Convenor) for the upcoming Best Paper Award (Best Paper 2016),
A new wording for the general regulations will be developed for August 2016.

Co-Convenors

Patricia explained that the co-convenors play an important role in reviewing and mentoring sessions during the conference. They also participate in poster and best paper award juries. There are no regulations so far on how to find them or for how long they are appointed. As the Emerging Researchers' Group is a place to develop, co-convenors who are still emerging researchers themselves can develop via this role. Patricia Fidalgo pointed out to the practicalities: ERG is big and a strong and reliable managing team is needed. Patricia suggested that instead of having strict regulations that ERG co-convenors need to be emerging researchers, ERG could be just encouraged to have emerging researchers. She also suggested a transition period with both emerging and established convenors.

The item will be back on the agenda in one of the following council meetings. The aim is to arrange a smooth transition and help to engage more emerging reviewers in the managing process of the emerging researchers group.

Definition of "Emerging Researchers"

The current definition of "Emerging Researcher" was put to debate as it did not include any limitation to the duration of the research career so far. It was suggested to e.g. include 5 years after finishing your Phd, others stated that it should be left open for those who submit to the conference to define themselves as "Emerging Researchers".

Someone said that this is mostly a question of self-confidence, meaning that participants should themselves be allowed to choose where they feel safe. If the word Early Career was added, it would give another approach. A working group and ERG will work on a shorter and clearer definition. It will be addressed again in August.

11 EERA Season School Applications

Council accepted the shortlisting of Masaryk University, Czech Republic and University of Coimbra, Portugal. Office will be in touch with the other two applicants and invite Masaryk and Coimbra to hand in more detailed submissions.

12 Elections

12.1 Nomination Committee Treasurer

Petr Novotny, Sofia Marques da Silva and Satu Perala-Littunen volunteered.

12.2 Voting System for Council

Daniela Preis reported on the possibility of having online votes for Council for questions **not related** to exec positions. This could be done anonymously within Doodle, but as everyone could vote as often as they wanted and enter any name, this would make little sense. Council confirmed that Doodle could be used, but **not anonymously**, so that an open list with names and votes would be accessible for everyone participating.

13 External Relationships - EASSH, ISE, WERA

13.1 ISE/EASSH

Theo Wubbels referred to the paper sent out with the agenda. No further discussion.

Theo Wubbels reported that both ISE and EASSH would look out for examples on how research in SSH, in particular educational research, has helped improve society - in this case specifically education. This would not imply the request that all research should have societal impact; in fact one of the working groups in ISE focuses on the need for more basic research. However, having concrete examples from the past that show societal impact is urgently needed in discussions with, among others the European Parliament. Council was invited to brainstorm about such examples.

Examples given by Council:

- Science education research changed school books and approaches
- Co-operations between E.R. and teacher seminars -> book by Finnish Teacher Union with great impact. Similar books in many countries now.
- Research on impact of financial crisis on education
- PISA had impact on German and Polish school systems
- Research in Ireland on the importance of pre-school and the context of families in education has broadened the discussion in the country
- Research helped to reduce Gender inequalities e.g. access to certain subjects.
- Research helped understand and address school dropout
- Research on Learning re-shaped the way how teaching and learning is done in school, this will create a new type of citizen
- Research on inequalities can identify problems, then solutions can be found by others

13.2 WERA Minutes, Elections

Council congratulated Yunus Eryaman on his new role of Vice President of WERA

14 Network Issues

14.1 Initial Program for Network Seminar

Jani introduced to the drafted programme for the network seminar and invited some council members to participate in the seminar in order to strengthen links between council and networks.

Delma Byrne, Petr Novotny and Lucian Ciolan will attend the seminar representing Council. Also Eric Mangez as the EERJ representative will be present.

14.2 New Instructions for Network Funding

Jani Ursin reported that he and Maria were working on enhanced instructions for network (project) funding, network season school funding and network publication funding. Council asked how many projects have been rejected. It was reported that in the last process, 3 were rejected because of a lack of capacity building. However; generally promising submissions are always invited to re-submit with a proposal re-worked on the basis of the feedback given.

14.3 Network & Publication Funding

Jani Ursin reported that in January and March the following fundings were granted: 1 NW Season School (NW30), 2 Network Projects (NW 22, pre-seminar to Higher Education conference/ NW 04 Seminar on refugees issues), 1 network publication project (NW22)

14.4 Agreement with Emerald (Health Education)

Jani Ursin reported that Exec and Emerald negotiated an agreement with respect to collaboration between the Journal *Health Education* (published by Emerald) and Network 8. While there were some problems when a contract in legal language was suggested, it now seems much more promising to arrive at a Memorandum of Understanding in a non-legally binding form.

14.5 Honorary Network Members

- Brian Hudson,
- Barbara Zamorski,
- Pekka Kämäräinen,
- Vivienne Collinson, Maureen Killeavy and Ene-Silvia Sarv

All honorary members as suggested by the networks were accepted by Council.

14.6 Overview Funded Projects and Schools until now

Office has developed an overview of all funded projects, the funding sums and for what purposes EERA money was spent. The list will go online to better illustrate the funding process.

15 Finances

15.1 Budget State of Affairs 2015

Herbert Altrichter reported that a sound surplus in 2015 is expected. With this EERA is a step nearer to what was agreed a while ago: to increase the savings as a security measure and to be able to continuously offer network fundings. He pointed out that EERA is also faced with higher costs e.g. due to the necessary relocation of the office.

15.2 Outlook 2016

No changes necessary with respect to the budget proposal decided in September 2015.

15.3 Budget Checkers for August 2016

Like last year Herbert Altrichter invited Council Members to check the EERA budget before his report to Council in August 2016. Lucian, Eric and Delma volunteered to do so.

16 EERJ Editors' Report

Eric Mangez presented the editors report, see appendix page 16.

He raised questions on the time of reporting – as the EERJ board meets during ECER, it would perhaps make sense to report at the September meeting.

The treasurer explains that it makes sense that the EERJ general report covers the same period and comes at the same time as the EERJ financial report. Financial reporting needs to be for one calendar year and has to be prepared as a part of the total auditing of EERA. Therefore it must be ready for March Council. However, EERJ is free to also report on the board meeting in September.

Eric also said that SAGE offered to prepare 500 EERJ USB sticks with selected papers to be distributed by SAGE during ECER

Council asked EERJ if they could include information into their next report on which Emerging Researchers papers were published.

17 New Members

17.1 Hellenic Association for Intercultural Education

Council accepted the suggestion by Exec to reject the application of this association, as it does not address general Educational Research. However a close cooperation with the respective EERA network and the national association is encouraged and appreciated.

17.2 Overview Candidate Members

All candidate members are invited to report on where they are in the process of establishing a national association.

Candidate Members	Country	Candidate since
Educational Research Armenian Center (ERAC)	Armenia	2012
Center for Democratic Education	Albania	June 2014
University of Bucharest	Romania	June 2014
Malta Educational Research Association	Malta	June 2014
Ivan Franko State Pedagogical University (pre-UERA)	Ukraine	September 2015
Moscow State University of Psychology and Education RERA	Russia	September 2015

Armenia reported that it would be ready to apply in August.

Pavel Zgaga informed Council that for the time being the colleagues in Albania would not be able to devote much time in building up an association, as their working conditions have deteriorated. Theo Wubbels will suggest to terminate the status as a candidate member for the time being (as this is limited to four years) and to restart the process when the situation has altered. No objection from the council.

Romania reported to make good progress even if the process has taken longer than initially expected. The Constitution will be ready after the Council Meeting, then the state has to approve of the use of the term "Romanian" in the title. In order to prove the nationwide spread, original signatures from the heads of the different institutes need to be collected. Lucian Ciolan hopes to apply for full membership by the end of the year, so that Council could decide at the meeting in March 2017.

Malta is making very good progress, a journal being developed, associations and institutes are contacted for promotion and to initiate activities and increase the number of participants. However, a concrete date for application cannot yet be given.

Ukraine will remain a candidate member for at least one more year in order to develop further, have a journal etc.

Russia is at the very beginning of the process. They are still discussing the format of the membership (institutes or individuals). 92 universities could be involved, but as they want to have high standards on ethics, methodology and quality, they cannot yet judge how many members they could have in the end. However they are already now organising a conference in June with about 400 expected participants. Arcady Margolis informed Council that help would be highly appreciated when it comes to structure of membership, constitution or the like. Theo Wubbels offered support from EERA.

18 Next Meetings

- 27, whole day and 28 August, until 13:00
Presentations of member associations by Russia, VFO, VOR and NERA
- 17 and 18 March 2017, both days until 17:00

19 AOB

Marco Rieckmann said he will pass on information from Tina Hascher (Berne, SWI) who is looking for contact persons for a research project on teacher education.

Appendix

Re 10.2.1 Methods Text Book

What is the European dimension?

- attractive to European student and classrooms – text book = clear audience: academics using in their work with students
- reflect many countries, bring in more authors from more countries
- The specificity of EDUCATION is more important than the specificity of EUROPE
- Out-dated idea of Encyclopaedia

Content idea

- refer to typical problems of European researchers: publishing in different languages: reporting qualitative research in English, changing the language = changing the context/cultural background (European book will refer to “English speaking audience”)
- European roots of research methods: e.g. Hermeneutics, which are not translated into English, → pragmatic mix of methods vs. understanding the epistemological roots of research → special feature: explaining the epistemological background of methods and strategy
- Does the textbook reflect the modern discussions /theoretical turns vs. merely instrumental?
- Not talk of methods, but of research designs and strategies
- Collect examples and make case studies as attachments
- New approaches by technological progress
- Author for post-Soviet country
- Focus on the process of research vs focus on technicalities
- Chapter Recent transformation of research in Europe: topics, places and people who are subject of research, budgets, institution
- Much more information on data collection existing, more information needed on data analysis, on the different steps between research idea, developing research question, operationalization
- Students need time to think of what they are doing in their research. Authors should stimulate students to do this.
- Contractual/commissioned research: evaluation, research for forecast and foresight
- Communication of research, use of research in practice, in policy

Why is SAGE interested in this project?

- There is a market:
- European perspective OR other – European – authors OR EERA as quality guarantee of a book?
- Fit all purposes vs a new resource
- What is EERA’s position to open access?

Is there a place for NW-related method books?

- Research strategies in a field, e.g. what kind of research approaches in policy studies, didactics?
 - Plus critical voices
 - Examples from different national contexts
- Conduct a need analysis
- What do we want students to learn about research?

What do students need?

- First learn instrumental basics s. grasp what does it mean to do research? → understand the interpretative processes connected with research
- What is data and how has it come into being?
- What are the goals? Betterment of human lives // understand, analyse and explain,

Are people in here who want to go along with this project?

Lucian: start from an identity perspective!

Recommendation: Johnson & Christenson : Ed research: quantitative, qualitative, and mixed methods

Re 10.3 Ethical Guidelines

The working group came to the conclusion that we are better placed to advise on potential actions that EERA can take as opposed to the creation or publication of specific EERA ethical guidelines. In doing so, we recommend the following actions:

1. **The current ethics research project should be completed**, as only preliminary analyses have been conducted to date. This will offer us insight into the key issues that educational researchers highlight regarding ethics, variation in practices around ethics, and information about the various mechanisms through which ethical research comes about. The study has already produced a lot of data, so we now need to analyse this data and see what emerges before any follow-up is conducted. This is likely to occur over the next five months.
2. **Integration of issues pertaining to ethics around EERA activities:** We recommend that EERA play a role in beginning discussions and conversations about ethics, encourage the sharing of experience relating to ethical issues in educational research and increase awareness of the need for high quality research, sharing of information, knowledge sharing, across the European space. We recommend that EERA be more proactive around this. What EERA can do is observe what is happening, encourage communication about this, through the following initiatives:
 - Session on Ethics at ECER Dublin 2016: Present both qualitative and quantitative research findings
 - Open call for special issue of EERJ around Ethics and Educational Research, special issue of journal (open call on ethics in educational research)
 - We recommend the integration of issues relating to ethics and educational research in the proposed Methods textbook
 - Encourage EERA networks to think about ethics and open that discussion within ethics
 - Identify variation across EERA local associations
 - Mission Statement: there is no mention of ethics
 - Summer/Winter methodology schools and the inclusion of issues around ethics

Re 10.4 ECER

What's going well?

- ECER is diverse.
- ECER has a European dimension (reviewers, convenors, participants, etc. + 3 countries rule + mission and review criteria ...).
- ECER connects to the local (EERA session on local educational system/educational research + local keynoter + local mentors for ER Conference...).
- ECER is becoming a green conference.
- ECER offers space for discussion.
- ECER is inclusive and supportive.

- ECER is a quality conference (although sometimes there is a perceived lack of quality – because of being inclusive?).

What can be improved? What innovative ideas can be developed?

- Some networks are really small and get a low number of submissions.
- Research areas are divided between networks.
- --> More joint sessions and more collaboration between networks might address (partly) these issues.

- Some researchers are only allowed to attend highly recognised conferences (“impact factor”). For example in Denmark there is a conference ranking using the following criteria: series of conferences, all sessions have to be peer reviewed, conference information has to be publicly available. By reviewing also the EERA sessions, ECER has already improved its quality (in terms of the mentioned criteria).
- --> Monitor criteria from different rankings and how ECER performs in order to argue for either changes or not
- --> Improve international visibility of the conference

- The rejection rate is relatively low (about 10/15 %), but acceptable.
- --> Nevertheless the review standards still might be improved. All networks should communicate clear standards of research quality to their members. Abstracts lacking, for instance, an adequate research design should be rejected.
- --> Feedback for authors should be a priority.

- More innovative presentation formats should be used:
 - Video presentations have been started
 - Interactive workshops
 - Excursions/school visits
 - Short presentations (e.g. Pecha Kucha)
 - Reading the papers before the session and then discussing them in the session
 - "Draw on walls" and other collaborative sessions
- It would be good to have a good mixture of more traditional ways of presenting and innovative ones.
- --> The Call for Papers could invite explicitly for submitting innovative workshops etc. as a thread for submissions (like BERA)?
- --> and/or innovative forms of presenting a paper could be recommended (via conference emailing) to the participants.

- Key note speakers should be visible at the conference.
- --> They should not only give the key note, but also attend symposia, paper sessions, network dinners, etc.

- ECER could still become more sustainable.
- --> For instance, for getting a printed programme an extra fee could be charged (that is what BERA will do this year).

- Evaluation:
- --> the app should offer the opportunity to evaluate sessions (also being tried this year for the BERA conferences),
- --> surveys should provide information on: participants who attend for the first time / who will attend again / who have attended already several times, participants from new (candidate) member associations, origin of the participants (countries),
- --> check why the development of the number of symposia: do authors want something more discussion based? are symposia being prepared from one ECER to the next?,...
- --> improve participants perspective in the return slips (not only chair's evaluation of the session?)

Re 10.5 EERA

How to promote educational research at the national arena also in relation to practical relevance of research?

- ✧ What do we understand as educational research (educational knowledge) in national contexts?
- ✧ What kind of research is valued at the national level?
- ✧ How is educational research perceived and valued at the national level?
- ✧ What kinds of possibilities for (research) partnerships there exist at the national level?
- ✧ What is practical relevance in the European context?
- ✧ Diversity if practical problems in various national contexts
- ✧ Although there no one solution for all we can learn a lot from one to another

How do national associations support emerging researchers?

- ✧ a mentor for emerging researcher from a senior member of the association
- ✧ 'internationalization at home' => visiting/invited professors ('big names')
- ✧ support programme for young scientist
- ✧ no fees/reduced fees for ERs
- ✧ conferences, summer schools, specialized workshops, webinars

How can relationship between EERA and national associations be improved?

- ✧ To know each other better ; 'who we are' (among council members)
- ✧ Encourage collaboration between national associations, for example, in the form of jointly organized summer schools
- ✧ More about discussions on contents (epistemological debates), less about organizational issues
- ✧ Discussions on the problems that there are at the national level (learning from each other)
- ✧ EERA as an important node point for international scholars
- ✧ Social networking through EERA's webpage
- ✧ Can Conftool be used as a device for communication between participants during ECER?

Future topics for council discussion

- ✧ It is not always possible to find a domestic researcher and it is not possible to hire one abroad (as national funding does not allow this & European funding requires typically larger projects). Could EERA somehow contribute to this which would improve quality of educational research and thereby remove national obstacles?
- ✧ Good practices from national associations

RE 16 EERJ Editors' Report



European Education Research Journal Annual Report March 2016

Eric Mangez & Maarten Simons (Lead Editors)
Sotiria Grek, Linda Rönnerberg, Kirsten Sivesind (Executive Editors)

1. Publishing report EERJ

The annual publishing report is prepared by the publisher for the editorial board meeting and EERA council meeting during the ECER conference. This report is limited to some key figures related to editorial work.

Journal ranking information (cf. previous council meeting):

EERJ does not currently have an Impact Factor, though it is recognised by Thomson Reuters in their Emerging Sources Citation Index¹, which recognises high-quality, peer-reviewed publications of regional importance and in emerging research fields by key opinion leaders, funders, and evaluators worldwide. (see information [here](#)²)

In addition, EERJ is included in the Scopus database, and has SCImago metrics which can be found [here](#)³, and are as follows for 2014:

SJR: 0.408, ranked 360 out of 914 journals in Education

H Index: 15

Submissions:

Mai 2015-February 2016: 167 contributions

Accept rate: 30-35 per cent

Main reason for reject: not within aims and scope of journal, low overall quality (theoretical, methodological...)

¹ As a new index in the Web of Science™ Core Collection, Emerging Sources Citation Index (ESCI) expands the citation universe and reflects the growing global body of science and scholarly activity. ESCI complements the highly selective indexes by providing earlier visibility for sources under evaluation as part of SCIE, SSCI, and AHCI's rigorous journal selection process. Inclusion in ESCI provides greater discoverability which leads to measurable citations and more transparency in the selection process.

² http://wokinfo.com/products_tools/multidisciplinary/esci/

³ <http://www.scimagojr.com/journalsearch.php?q=european+educational+research+journal&tip=jou>

2. Publishing record 2016 and plans

2016:

- January 2015; 14 (1): Special issue: Deliberations from the ECER conference in Porto 2014
- March 2015; 14 (2): Special issue: Children as Members of a Community: Citizenship, participation and educational development
+ key notes ECER 2015
- July 2015; 14 (3-4): Special Issue: Post-comprehensive Education
- September 2015; 14 (5): Independent Papers
- November 2015; 14 (6): Special Issue: Policies of “Modernisation” in European Education: Enactments and Consequences
- January 2016; 15 (1): Special Issue: Digital Education Governance

Planned 2017:

- March 2016: Independent papers
- July 2016: Special Issue: Curriculum reform
- August 2016: Special Issue: Drop-outs
- September 2016: Special Issue: International Assessments (based on open call)
- November 2016: Independent papers and /or Europeanisation from below (special issue)

Special Issues for 2017-2018:

- Europe & refugees (based open call)
- Academic work/life balance: double special issue (based on open call)
- Higher Education in Central & Eastern Europe
- ICILS
- Didactics: double issue
- Transnational actors & knowledge policy

3. Past and planned activities (October 2016 – 2017)

- Lead editors have an online meeting minimally once every two weeks
- Meeting with Theo Wubbels (EERA president) about publication plans and special issues
- Meeting with former lead Editor Martin Lawn (to ensure smooth transition to new lead editors)
- Regular online meetings with executive editors (annual meeting: May 2016)
- Regular contact with SAGE publisher
- COPE discussion and suggestion (see further)
- Meeting Network Conveners, Berlin, April 2016
- Annual Editorial Board Meeting, ECER 2016, Dublin
- Lead editors attendance to other international conferences

4. Open calls

EERJ launched three open calls for special issues in 2016: on international assessments, on work-life balance in academic contexts, and on the refugee crisis and Europe/education (the later call was based on the MOOT & EERA-statement, and spread by EERA-office). It was unclear whether the move to SAGE would have an effect on a sufficient broad communication in order to attract possible contributors. Based on both the number and quality of submissions for the first two open calls, there is no indication that this is the case. The call for the refugee-special issue is still open,

but given the topic as well as the broad communication by EERA-office an optimal communication and reaction is expected.

5. Special issues guidelines

The guidelines for special issues are operational. These include formats for expression of interest, full proposals and review procedure. The formats and procedure will be evaluated next year, but there are no indications of problems. Overall, the processing of EERJ special issues is a quite substantial part of the editorial work.

6. COPE

The lead editors accepted the invitation by SAGE to apply for the Committee on Publication Ethics (COPE), and in line with most of SAGE journals. Among other support initiatives, "COPE publishes a Code of Conduct and a set of Best Practice Guidelines for Journal Editors, both of which can be downloaded from here <http://www.publicationethics.org/resources/code-conduct>. COPE expects all members to adhere to the Code of Conduct for Journal Editors (and will consider complaints against members who have not followed it)."

7. Best papers Emerging Researcher Conference

Both lead editors are part of the review committee for selecting the best papers of the ERC, 2015, Budapest.

The winning paper(s) – if accepted after constructive and adapted review in view of supporting young researchers – will be submitted to EERJ.

Also other submissions from ERC will be considered for publication.

Some of the papers of the Emerging Research Conference, 2014, are currently in review and/or close to publication.

8. MOOT

Due to the extra-ordinary circumstances, the theme of the ECER 2015 MOOT was changed to enable a broad discussion about the refugee-crisis and education (research). The original theme 'The digital life of educational researchers' will be planned for ECER 2016, with an invitation being send to the same contributors.

ECER 2016 MOOT:

The digital life of educational researchers #newexpectations #followme

Educational research and educational researchers need public places and spaces of unrestricted communication. The EERJ Moot aims to create a space where an intergenerational discussion and debate among researchers can take place, oriented towards the future. The theme of this year's Moot invites us to reflect on the digital life of educational researchers. In recent decades digital technologies have been having a big impact on the organization of both education and educational research. However, little attention has been paid to how digital technologies affect the ways researchers communicate with the world around them, partly reshaping what it is to be an (educational) researcher, and what it means for a researcher to have and live a digital life. This is not only true for individual researchers, but also for research groups and research centres in terms of how they organize their activities and conceive their work is changing along with these technologies. Their existence is being reconstructed into a virtual or online existence. This development raises several questions. Has it really become essential to have a website or write a blog? How should one present oneself – and what should be exposed - in this digital world? How important is it to become member of online academic communities, and what is the role of social media such as Twitter for academic life and work? How is blogging changing academic publishing?

More generally: what does it mean to become and behave as a networked academic? Are new, collective modes of existence thus created, and what kinds of opportunities / risks do they involve for academic life? Or is it all just a kind of deliberate self-marketing that privileges connections, links and fast, easily digestible knowledge over content and substance? In any case, the demands for creating and sustaining this digital presence are surrounded by new expectations and opportunities but clearly also challenges. The Moot aims to offer a forum for discussing these issues, and assessing both the opportunities and the possible risks and challenges associated with them. It starts from the assumption that current digital developments deeply affect what it is to be (and to become) an education researcher, and hence what research in education is and should be about today. Some short contributions will open up the debate.

Speakers: Francesca Gobbo (University of Turin, Italy), Christian Lundahl (Örebro University, Sweden), Tina Besley (The University of Waikato, New Zealand)

9. TIMING REPORTING

An issue to be discussed is the optimal timing for reporting to EERA council. Part of this discussion and decision is the planning of the annual editorial board meeting during ECER, the reporting to EERA council during ECER, and the financial report in January each year. Two other issues are important to take into account when deciding: creating optimal opportunities to discuss documents and policies with the editorial board first, and informing EERA council of past (and future) activities as part of the financial reporting.

10. FINANCIAL ASPECTS

A detailed financial report has been handed in to the treasurer. In 2015, the total amount of expenses is equal to 2984,38€. These include expenses related to the EERJ board meeting, EERA council meeting, EERJ executive meeting, EERJ lead editors meeting, and documentation.